



Ball Early Childhood Center Parent Involvement Policy

Description of how Ball Early Childhood Center will implement required school parental involvement policy components of the Elementary and Secondary Education Act (ESEA) [*Section 1118, ESEA*].

1. Ball Early Childhood Center will take the following actions to involve parents in the joint development of its school parental involvement plan under section 1118 of the ESEA:

- Parent representation on the Campus Performance Objectives Council and the District-wide Education Improvement Council
- Ball Early Childhood Center Volunteer Program

2. Ball Early Childhood Center will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:

- Parent representation on the Campus Performance Objectives and the District-wide Instructional Improvement Committee
- Parent Conference Day
- Title I Parent Compact

3. Ball Early Childhood Center will hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. Ball Early Childhood Center will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parent as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs to this meeting and will encourage them to attend by:

- Our annual Title I meeting is held at the beginning of the school year. The information in the form of a power point is also available on our campus website so that parents may view it at any time.

4. Ball Early Childhood Center will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet by:

- Our annual Title I meeting informed parents of the campus academic goals, provided specific information about our district curriculum, and various assessment tools that is used throughout the year to ensure student progress.

- Report cards, progress reports, and parent conferences are used to provide continuous feedback regarding student progress.

5. Ball Early Childhood Center will, at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:

- Parent conferences
- Parent representation on the Campus Performance Objectives Council
- District-wide Education Improvement Committee

6. Ball Early Childhood Center will provide each parent an individual student report about the performance of their child on assessments in at least math and reading by:

- Teachers send home report cards each six weeks to show student progress.
- Teachers share the data information throughout the year during parent conferences.

7. Ball Early Childhood Center will take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:

- Notifications are sent to all parents during the term time limits.

8. Ball Early Childhood Center will provide assistance to parents of children served by the school, as appropriate, in understanding topics undertaking the actions described in this paragraph

- The state's academic content standards,
- The state's student academic achievement standards,
- The state and local academic assessments including alternate assessments,
- The requirements of Part A,
- How to monitor their child's progress, and
- How to work with educators:

- Family Academic Nights for all students are provided to parents to assist in better understanding the standards and curriculum.

- Literacy Nights
- Math Night

- During parent conferences, student progress is discussed to ensure student success.

9. Ball Early Childhood Center will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement by:

- Ball Early Childhood Center provides parent sessions to help parents understand to better understand the curriculum.
- Parent sessions on topics relevant to child development and parenting, such as nutrition, health and fitness, language and fine motor and managing behavior.
- Ball Early Childhood Center also provides the Latino Literacy Program that provides materials and trainings to help parents work with their children in reading.

10. Ball Early Childhood Center will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and school, by:

- Faculty and staff members will be cognizant of educational research on parent involvement by participating in professional development focused on building a positive relationship with parents and community members.
- Ball Early Childhood Center encourages staff members to attend campus activities that are focused on building strong relationships between home and school. Parental input will be solicited throughout the year in meetings, through surveys, workshop feedback response sheets, and during one- on-one conferences.
- Information derived will be utilized by the school's administrative team and the campus representative council to strengthen the tie between school and home for the purpose of increasing student achievement.

11. Ball Early Childhood Center will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:

- Ball Early Childhood Center provides high quality instruction to students in our 3 and 4 year old pre kindergarten classes and works with our parents to learn how to be successful in the public school setting through our family events, parent workshops, and other school events.

12. Ball Early Childhood Center will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon requests, and, to the extent practicable, in a language the parents can understand:

- Facebook
- Newsletters
- Daily folder for teacher parent connection
- School Website
- Information is provided in English and Spanish to accommodate all parents

PART IV. ADOPTION This School Parental Involvement Policy has been developed jointly with, and agreed upon with, parents of children participating in Title 1, Part A programs, as evidenced by the attached sign in sheet. This policy was adopted by the Ball ECC and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title 1, Part A children on or before November 17, 2017. Laura Flack, Principal, Nov. 1, 2017